

# **The Main Event**

Federal Programs Fall Conference 2017



# Get Connected.



## Here's how:

NETWORK NAME:

PASSCODE:

(Passcodes are not Case Sensitive)

### INSTRUCTIONS:

- 1 OPEN A WEB BROWSER
- 2 ENTER THE PASSCODE
- 3 ACCEPT THE TERMS & CONDITIONS & CLICK "OK"

**Session Information** [Use CTRL+F to locate specific sessions.]

[SUBMIT SESSION REQUEST](#)

(PD Title No. **FPFC2017**)

**Federal Programs Fall Conference 2017**

**Proficiency Level:** Awareness

**Subject(s):** Standard 1 Planning for Continuous Improvement, Standard 2 Teaching and Learning, Standard 3 Human Resources Development, Standard 4 Diversity, Standard 7 Management of the Learning Organization, Standard 8 Ethics

**Grade(s):** PreK,K,1,2,3,4,5,6,7,8,9,10,11,12,CC,Other,Misc

**Clock Hours:** 16.00

**Description:** The annual fall Federal Programs conference assembles new and experienced school systems' Federal Programs Coordinators to receive training and updates in program administration regarding federal funds. Topics that will be covered include fiscal guidance, e-GAP enhancements, CIP guidance, updates regarding the Every Students Succeed Act and opportunities to select a wide-range of small group workshop sessions on programmatic updates, such as compliance monitoring, migrant, homeless, EL, preschool and compliance review.

**Objectives:** The objectives of the meeting are to inform and instruct Federal Programs Coordinators regarding operating the federal funding streams as they relate to community needs assessment, planning, budgeting and operating local federal programs.

**DATE(S):** 3 meetings, 09/06/2017, 09/07/2017, 09/08/2017

Sep06 - 12:00 PM to 04:00 PM

Sep07 - 07:00 AM to 04:00 PM

Sep08 - 07:00 AM to 01:00 PM

**Time:** 07:00 AM - 04:00 PM

**Delivery Format:** Face To Face

**Instructor:** TBD

**Session Location:** [VIEW MAP](#)

Renaissance Montgomery Hotel & Spa at the Convention Center  
201 Tallapoosa Street  
Montgomery, AL 36104  
<http://www.marriott.com/hotels/travel/mgmbr-renaiss>  
877-545-0311

[VIEW ROSTER](#)

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**Session Status:** Open

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**Max.SESSION Size:** n/a

**Current Enrollment:** 71

**Waiting List:** 0

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**Wednesday**  
**Round One**  
**Introductions/Welcome**

**Edmund Moore**

# **Introductions Program Specialists and Administrators**



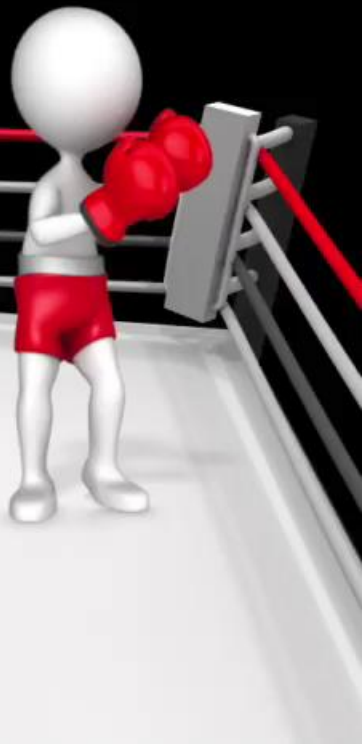
# Current Resources for the Management of Federal Funds

- Title I Fiscal Issues Guidance
  - Maintenance of Effort
  - Comparability
  - Supplement, Not Supplant
  - Carryover

Consolidating Funds in Schoolwide Programs

<http://www.ed.gov/programs/titleiparta/fiscalguid.doc>

- SDE Web Site ([www.alsde.edu](http://www.alsde.edu); click on eGAP button; click on Document Library; scroll down)
- Report Manager Electronic System



# What is Maintenance of Effort (MOE)?

- SDE reviews MOE annually
- LEAs not meeting requirements will be notified



# What is Comparability?

## LEAs review annually

- Prerequisite for receiving Title I funds

## LEAs should report to SDE :

- City Systems – in years ending with odd numbers
- County Systems – years ending with even numbers





# What is Supplement not Supplant?

Always test....

- What does the **state** provide?
- What does the **LEA** provide?
- Are the activities/programs/staff a **state or LEA requirement**?
- **How have programs/staff been funded in the past?**

What **other fund sources** can meet the need?

- Include information in eGAP grant relationships



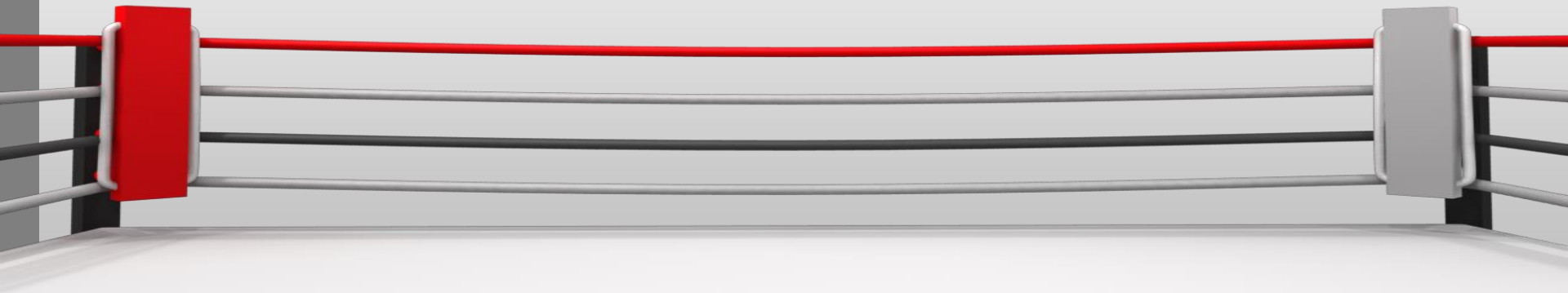
# Title V Updates

- Title V funds can be used at both nontitle and title schools.
- Title V funds are forthcoming.



# **e-GAP Overview**

**Leah Johnston**



# E-GAP AND LEA ACCOUNTING

Leah Johnston

September 6, 2017



SET ASIDE		AMOUNT
Administrative	Function Code 6XXX	\$250,601.42
Indirect Costs	Function Code 6910; Object code 910	\$28,450.46
Professional Development	Function code 2215	\$194,437.62
Neglected	Program code 1850	\$0.00
Delinquent	Program code 1890	\$0.00
English Language Acquisition	Program code 1851	\$7,000.00
Total Parent and Family Engagement (1% minimum)	Function Code 2190	\$60,000.00
Migrant	Program code 1852	\$0.00
Homeless	Program code 1750	\$7,000.00
Comprehensive Support and Targeted Support Activities	Program code 1815	\$500.00
<input checked="" type="checkbox"/> The district certifies that it does not need the full 20% required set-aside to meet its commitments.		
Transportation for Public School Choice		\$0.00
Transportation for Foster Care		\$0.00
Other District Initiatives		\$29,295.50
Summer and Sat School = 14,391.60 Instructional Improvement		
Total Set Asides:		\$577,285.00
This amount should tie back to the PPA Page Column G		
Amount Remaining for Building Allocations:		\$1,943,328.00

90% coded to local school cost center  
10% coded to pooled cost center

## TITLE I SET ASIDES

- Current year allocation
- Coded to pooled cost center (except parent and family engagement coded to local schools)
- Coding for set asides reviewed by LEA Accounting is listed in the 2018 Budget Desk review located on the states website. ([www.alsde.edu](http://www.alsde.edu)>Sections>LEA Accounting>Budget Submission)
- Transportation for public school choice and foster care should use transportation function/program code



ALLOCATION SHARE CALCULATIONS	
<b>Total Allocation Amount</b>	\$2,520,613.00
Total Number of Public Low-Income Students	3408
Total Number of Eligible Students in Participating Private Schools	0
<b>Total Number of Low-Income Students</b>	3408
Public Proportionate Share %	100.00 %
Private Proportionate Share %	0.00 %
<b>Service to Private Schools (if applicable)</b>	<b>Amount</b>
Proportional Share of Allocation	\$0.00
<b>Total Title I Adjusted Allocation</b>	\$2,520,613.00
Carryover/Additional Funds to be Available for PPA (optional)	\$0.00

Carryover amount going  
to local schools

# ALLOCATION AND CARRYOVER

- Carryover does not go in the set aside area
- Carryover is added to the allocation calculation at the top of the set asides page
- Amount entered is carryover amount MINUS any district initiatives. Only the amount going to the schools is entered





Allocation Remaining for Schools:		\$1,943,328.00
Average Per Pupil Amount (PPA):		\$570.23
ACTUAL ALLOCATION		90% PORTION
PPA	PUBLIC AMOUNT	
F	G	H
\$666.00	\$95,904.00	\$1,152.00
\$566.00	\$233,758.00	\$3,304.00
\$566.00	\$241,116.00	\$3,488.00
\$566.00	\$246,776.00	\$2,968.00
\$566.00	\$209,986.00	\$2,304.00
\$566.00	\$163,008.00	\$3,464.00
\$566.00	\$245,078.00	\$2,592.00
\$566.00	\$168,668.00	\$3,432.00
\$566.00	\$113,200.00	\$1,600.00
\$566.00	\$108,672.00	\$1,536.00
\$566.00	\$117,162.00	\$1,448.00
	\$1,943,328.00	\$27,288.00
Remaining Amount:	\$0.00	
Total Schoolwide Amount (includes 90% portion):		\$1,970,616.00

## PPA PAGE

- Column G should tie back to set aside page
- Remaining amount should be as close to \$0 as possible and cannot be negative
- If sending carryover to schools the PPA page has to be updated to include the additional funding
- NO LONGER SHOWS ALLOCATIONS FOR PRIVATE SCHOOLS



# PRIVATE SCHOOL ALLOCATIONS

- Allocation begins on Building Eligibility Page
- Enter number of students participating by local school zone
- Total number participating carries over to set aside page

## Building Eligibility

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Save And Go To ►

[Show Messages](#)



SCHOOL CODE	SCHOOL NAME	GRADE SPAN	CEP	ADJUSTED ENROLLMENT	PUBLIC LOW-INCOME STUDENTS	PRIVATE LOW-INCOME STUDENTS
0270	Walnut Park	PK-5	—			





# PRIVATE SCHOOL CONT.

- Amount for private schools should be coded to Function Code 9200, Cost Center 9400 range and Program Code 4900

ALLOCATION SHARE CALCULATIONS	
<b>Total Allocation Amount</b>	\$2,809,852.00
Total Number of Public Low-Income Students	2037
Total Number of Eligible Students in Participating Private Schools	96
<b>Total Number of Low-Income Students</b>	2133
Public Proportionate Share %	95.50 %
Private Proportionate Share %	4.50 %
<b>Service to Private Schools (if applicable)</b>	<b>Amount</b>
Proportional Share of Allocation	\$126,463.10
<b>Total Title I Adjusted Allocation</b>	\$2,683,388.90
Carryover/Additional Funds to be Available for PPA (optional)	\$0.00



# FTE'S (FULL TIME EQUIVALENT)

- Personnel – Total bodies filling the positions
- FTE's – percent of time that 1 person is working. \*\*A person working 3 months of the 12 month year would be 0.25 FTE's.
- All federal FTE's must be programmatically approved. At year end if you have salaries paid from federal funds that are not in e-Gap you must revise e-Gap to get them approved.

## PERSONNEL

PERSONNEL PAID WITH TITLE I-SWP FUNDS			
<input type="text" value="2"/>	Administration	<input type="text"/>	Clerical
<input type="text" value="11"/>	Teachers	<input type="text" value="11"/>	Instructional Paraprofessionals
<input type="text" value="1"/>	Non-Instructional Paraprofessionals	<input type="text" value="1"/>	Media Specialists
<input type="text"/>	Reading Coaches	<input type="text" value="1"/>	Counselors
<input type="text"/>	Nurses	<input type="text"/>	Parent Involvement Resource
<input type="text" value="1"/>	Other PD Coordinator	<input type="text"/>	Other <input type="text"/>

## FTEs

FTEs PAID WITH TITLE I-SWP FUNDS			
<input type="text" value="1.67"/>	Administration	<input type="text"/>	Clerical
<input type="text" value="11.00"/>	Teachers	<input type="text" value="9.00"/>	Instructional Paraprofessionals
<input type="text" value="1.00"/>	Non-Instructional Paraprofessionals	<input type="text" value="0.50"/>	Media Specialists
<input type="text"/>	Reading Coaches	<input type="text" value="0.50"/>	Counselors
<input type="text"/>	Nurses	<input type="text"/>	Parent Involvement Resource
<input type="text" value="0.50"/>	Other PD Coordinator	<input type="text"/>	Other <input type="text"/>



# ACCOUNTING REPORTS IN AIM

- Accounting file E-Gap Budget Grid – Mirrors Budget Grid in e-Gap application for all fund sources
- Fund Source Financial – shows Budget vs. Actual expenditures to determine when amendments are necessary
- Indirect Cost Earned vs. Budgeted
- Indirect Cost Earned vs. Collected
- Indirect Cost Rates



# ALLOCATION PROCESS

## ORIGINAL ALLOCATIONS

- FEDERAL ALLOCATIONS ARE LOADED INTO E-GAP ONCE THEY ARE EMAILED TO LEA'S
- E-GAP APPLICATION MUST BE FINAL APPROVED BY FEDERAL PROGRAMS
- APPROVAL OF APPLICATION LOADS ALLOCATION INTO ES-2 SO FUNDS MAY BE REQUESTED
- EXCEPTION IS COMPETITIVE FUNDS

## ORIGINAL ALLOCATIONS FOR COMPETITIVE FUNDS

- LEA APPLIES FOR FUNDS
- FEDERAL PROGRAM APPROVES FUNDS AND DETERMINES ALLOCATION
- E-GAP RETURNED TO LEA TO BUDGET THE AMOUNT ALLOCATED
- APPLICATION GETS SPECIALIST APPROVED BY FEDERAL PROGRAMS
- FEDERAL PROGRAMS SUBMITS SCORING FILE TO LEA ACCOUNTING TO LOAD
- ONCE SCORING FILE IS LOADED APPLICATION MUST MOVE TO REVIEWED STATUS TO LOAD INTO ES-2



# CARRYOVER ALLOCATIONS

- FINANCIAL STATEMENT APPROVAL
- FINAL EXPENDITURE REPORT APPROVAL IN E-GAP LOADS CARRYOVER TO APPLICATION
- APPLICATION APPROVED WITH CARRYOVER FUNDS MOVES FUNDS TO ES-2
- SYSTEMWIDE BUDGET AMENDMENT MUST BE APPROVED FOR YOU TO RECEIVE CARRYOVER FUNDS



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**A LOOK**  
*at the*  
**BUDGET**

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# E-GAP — NEW USER SET UP

- NEW SUPERINTENDENT IS SET UP BY SDE
- NEW SUPERINTENDENT OR HIS DESIGNEE SETS UP EVERYONE ELSE
- SDE CAN SET UP ANYONE IF EMAILED BY SUPERINTENDENT
- SDE NEEDS EMAIL ADDRESS, PHONE NUMBER, ROLES REQUIRED TO SET A USER UP
- **NOTE: IF USER HAS USERNAME, ONLY CHANGE PERSONAL INFORMATION AND ROLES – DO NOT CREATE NEW USER**





**334-242-9914**

[ljohnston@alsde.edu](mailto:ljohnston@alsde.edu)

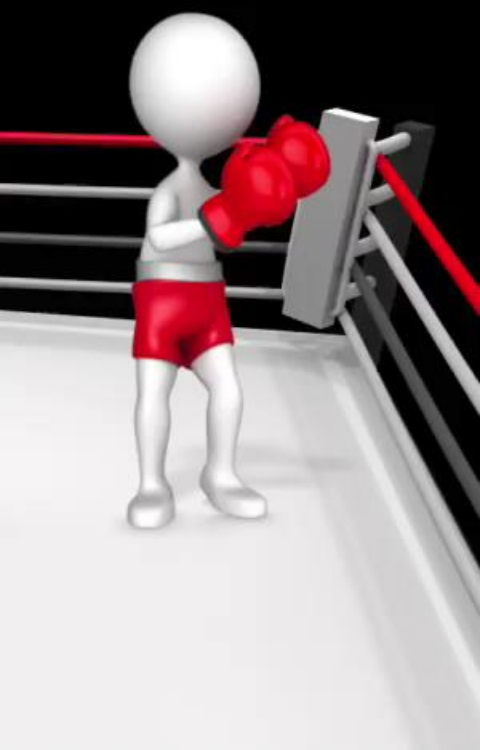


# Timeline Carousel

## LEA/SDE Staff







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877-545-0311

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**Session Status:** Open

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**Max.SESSION Size:** n/a

**Current Enrollment:** 71

**Waiting List:** 0

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# **Thursday Round Two**

**Introduction**

**Edmund Moore**



# Greeting

**Shanthia Washington**

**Assistant State Superintendent of Learning**



# Greeting

## **Ann West**

**AAFEPA - President**



**Guest Speaker**

**John Mackey**



# Allocations

**Randy Holman**



# UNDERSTANDING FEDERAL ALLOCATIONS

09/07/2017



# Factors That Affect The FY 2018 Title I, Part A Allocations

- ▣ Census Data
- ▣ Non-Census Data
- ▣ State per-pupil expenditures
- ▣ LEA Eligibility and amount appropriated
- ▣ Hold-harmless guarantee
- ▣ School Improvement allocations
- ▣ Free and reduced lunch counts do not factor into the Title I allocations

# Census Data

- ▣ USDE used updated 2015 Census data to calculate FY 2018 Title I allocations.
- ▣ Use of updated 2015 Census estimates continues process initiated by Elementary and Secondary Education Act (ESEA), as amended, that requires Census data be updated annually.

# 2015 Census Updates

2015 Census updates are “model” – based estimates that incorporate data from —

- ▣ The most recent decennial census and intercensal population estimates (2010)
- ▣ The American Community Survey (ACS);
- ▣ Federal income tax returns;
- ▣ Supplemental Nutrition Assistance Program (SNAP) – Formerly known as the Food Stamp program;
- ▣ The Supplemental Security Income program;
- ▣ Surveys conducted by the Bureau of Economic Analysis

# Non-Census Data

- ▣ Children in local neglected or delinquent institutions
- ▣ Children in foster homes
- ▣ Children in families above poverty receiving Temporary Assistance for Needy Families (TANF) assistance
- ▣ Non-census children account for 3% of total count of formula children

# State Per-Pupil Expenditure (SPPE) Data

- ▣ Factor changes yearly and is a proxy for the cost of education in each State.
- ▣ The formula adjusts each school district's formula number to account for the State's PPE.
- ▣ FY 2018 allocations use SPPE data updated to FY 2015.

# Eligibility for 4 Major Types of Grants

## ▣ Basic Grants

- If poverty + other  $\geq 10$  and poverty + other  $> 2\%$  of district population then the district is eligible

## ▣ Concentration Grants

- If poverty + other  $\geq 15\%$  of district population or  $\geq 6,500$  then the district is eligible

## ▣ Targeted Grants

- If poverty + other  $\geq 10$  and poverty + other  $> 5\%$  of district population then the district is eligible

## ▣ Education Finance Incentive Grants (EFIG)

- If poverty + other  $\geq 10$  and poverty + other  $> 5\%$  of district population then the district is eligible

## ▣ The state receives an allocation for all 4 of the grant types for each LEA based on the USDE calculation.

# Hold-Harmless Guarantee

- ▣ A hold-harmless guarantee is established for each LEA of 85, 90, or 95% of their previous year's state determined allocation.
- ▣ The hold-harmless percentage depends on the formula child rate of each LEA.
  - Poverty percentage less than 15% = 85% hold-harmless rate
  - Poverty percentage greater than 15% and less than 30% = 90% hold-harmless rate
  - Poverty percentage greater than 30% = 95% hold-harmless rate
- ▣ The hold-harmless rate is applied to all 4 major grant types individually for each LEA.
- ▣ If necessary, ratable reduction to LEA allocations greater than the hold harmless amount so that LEA allocations less than the hold harmless amount can be increased.



# Title I-A Allocation Reduction for School Improvement

- ▣ The School Improvement pool of money is established by a reduction of Title I-A funds.
- ▣ Beginning in FY 2018 School Improvement funds are derived by withholding 7% of Title I-A funds.
  - In years prior to FY 2018, School Improvement funds were withheld at a 4% rate.
- ▣ In FY 2018 all LEA allocations were reduced by 7%, regardless of School Improvement status and regardless of allocation amount.



# School Improvement Reduction Change

- ▣ In years prior to FY 2018 and all years after 2018 the School Improvement pool is derived from the LEA's that received an increased allocation from previous years.
  - FY 2017 - Compare, individually, each LEA's FY 2017 allocation to their FY 2016 allocation, before state administration or school improvement is deducted.
  - Proportionate reduction of allocation only from those LEA's that their total allocation is greater than the previous years allocation.
  - The school improvement pool of money is derived from all LEA's that have an increase, regardless if the LEA receives school improvement funds.

# School Improvement Example #1

## FY2017

- ▣ Increase in FY 2017 Title I allocation before state admin compared to FY 2016 before state admin
  - LEA FY 2016 Title I allocation = \$1,000,000
  - LEA FY 2017 Title I allocation = \$1,100,000
  - In FY 2017 \$100,000 is subject to School Improvement before state administration is deducted.
    - ▣  $\$1,100,000 - \$100,000 \text{ (School Improvement)} = \$1,000,000$ 
      - $\$1,000,000 * 1\% = \$10,000 \text{ (State Admin 1\%)}$
      - $\$1,000,000 - \$10,000$
    - ▣ FY 2017 Final Title I allocation = \$990,000

# School Improvement Example #1

## FY 2018 - Increase

- ▣ Increase in FY 2018 Title I allocation before state admin compared to FY 2017 before state admin
  - LEA FY 2017 Title I allocation = \$1,100,000
  - LEA FY 2018 Title I allocation = \$1,200,000
  - In FY 2018 the Title I allocation was decreased 7% to fund School Improvement. (7% of \$1,200,000 = \$84,000)
    - ▣  $\$1,200,000 - \$84,000 = \$1,116,000$ 
      - $1,116,000 * 1\% = \$11,160$  (State Admin 1%)
      - $\$1,116,000 - \$11,160$
    - ▣ FY 2018 Final Title I allocation = \$1,104,840

# School Improvement Example #2

## FY 2017

- ▣ Decrease in FY 2017 Title I allocation before state admin compared to FY 2016 before state admin
  - LEA FY 2016 Title I allocation = \$1,200,000
  - LEA FY 2017 Title I allocation = \$1,100,000
  - The FY 2017 allocation is not subject to School Improvement before state admin
    - ▣  $\$1,100,000 - \$0 \text{ (School Improvement)} = \$1,100,000$ 
      - $\$1,100,000 * 1\% = \$11,000 \text{ (State Admin 1\%)}$
      - $\$1,100,000 - \$11,000$
    - ▣ FY 2017 Final Title I allocation = \$1,089,000

# School Improvement Example #2

## FY 2018 - Decrease

- ▣ Decrease in FY 2018 Title I allocation before state admin compared to FY 2017 before state admin
  - LEA FY 2017 Title I allocation = \$1,100,000
  - LEA FY 2018 Title I allocation = \$1,000,000
  - In FY 2018 the Title I allocation was decreased 7% to fund School Improvement. (7% of \$1,000,000 = \$70,000)
    - ▣  $\$1,000,000 - \$70,000 = \$930,000$
    - ▣  $\$930,000 * 1\% = \$9,300$  (State Admin 1%)
    - ▣  $\$930,000 - \$9,300$
  - FY 2018 Final Title I allocation = \$920,700

# SI Possible Impact In Comparing Year to Year Allocations

- ▣ If an LEA's FY 2016 allocation was subject to School Improvement (due to increase), but the FY 2017 allocation is not subject to School Improvement (due to decrease), the final FY 2017 allocation may be higher than the final FY 2016 allocation. The FY 2018 allocation is subject to School Improvement.
  - In FY 2016 LEA #1 was subject to the School Improvement deduction because their allocation increased by \$100,000 from FY 2015.
  - In FY 2017 LEA #1 was not subject to the School Improvement deduction because their allocation decreased by \$10,000 from FY 2016.
  - In FY 2018 LEA #1 is subject to 7% School Improvement deduction because all LEA's are included.



# School Improvement Year to Year Comparison Sample

- FY 2016 allocation = \$1,100,000
  - $\$1,100,000 - \$100,000 \text{ (SI)} = \$1,000,000$ 
    - $\$1,000,000 * 1\% = \$10,000 \text{ (State Admin 1\%)}$
    - $\$1,000,000 - \$10,000$
  - FY 2016 Final allocation = \$990,000
- FY 2017 allocation = \$1,090,000
  - $\$1,090,000 - \$0 \text{ (SI)} = \$1,090,000$ 
    - $\$1,090,000 * 1\% = \$10,900 \text{ (State Admin 1\%)}$
    - $\$1,090,000 - \$10,900$
  - FY 2017 Final allocation = \$1,079,100
- Increase in FY 2017 final allocation of \$89,100, even though the LEA's determined allocation decreased by \$10,000.
- FY 2018 allocation = \$1,080,000
  - $\$1,080,000 * 7\% = \$75,600 \text{ (School Improvement)}$
  - $\$1,080,000 - \$75,600 = 1,004,400$ 
    - $\$1,004,400 * 1\% = \$10,044 \text{ (State Admin 1\%)}$
    - $\$1,004,400 - \$10,044$
  - FY 2018 Final allocation = \$994,356

# Title I, Part D – Neglected and Delinquent

- ▣ Line item on the Title I, Part A allocation
- ▣ Allocated an allocation for basic, targeted, concentration, and EFIG just like an LEA.
- ▣ Subject to the same hold-harmless guarantee and set asides as an LEA
- ▣ Once the final N&D amount is determined we calculate on a per pupil basis, based on the number of delinquent children submitted on the annual neglected and delinquent report in each LEA



# Title I, Part C – Migrant Education

- ▣ Allocated on a per pupil amount in 7 weighted categories
  - Child count (Preschool 3-5 years and K-12 resident for one day in September through August)
    - ▣ Weight = 2.0
  - Child count (Out of School Youth resident for one day in September through August)
    - ▣ Weight = 1.0
  - Child count Limited English Proficient (LEP)
    - ▣ Weight = 1.5

# Title I, Part C - Migrant

- ▣ Weighted categories (cont'd)
  - Child count (Failing/most at risk of failing and educational interruption during regular school year
    - ▣ Weight = 2.0
  - Child count (Failing in Reading or Math)
    - ▣ Weight = 1.5
  - Child Count (Received Supplemental Service in Migrant Education Program (MEP)-funded regular school year program
    - ▣ Weight = 1.0
  - Child Count (Received Supplemental Service in MEP-funded summer term program
    - ▣ Weight = 1.0

# Title II, Part A

## ▣ FY 2017 Allocation

### ■ Base allocation

- ▣ The base allocation is equal to the FY 2002 allocations for Title II and Class Size Reduction.
- ▣ FY 2017 Base amount = \$31,834,757

### ■ Flow through funds

- ▣ 80% based on ages 5-17 poverty count provided by the USDE
- ▣ 20 % based on ages 5-17 population count provided by the USDE
- ▣ FY 2017 Flow Through amount = \$1,716,985

## ▣ FY 2018 Allocation

### ■ The base allocation was removed from the calculation.

### ■ Flow through funds

- ▣ 80% based on ages 5-17 poverty count provided by the USDE
- ▣ 20 % based on ages 5-17 population count provided by the USDE
- ▣ FY 2018 Flow Through amount = \$31,033,347

# Title III, Part A – English Language Enhancement

- ▣ LEP portion of the allocation (95% of grant less state admin)
  - Number of LEP students in FY 2017 used for FY 2018 calculation
- ▣ Immigrant portion of the allocation (5% of grant less state admin)
  - Determined by comparing the immigrant student count in FY 2017 to the average immigrant count in FY 2015 and FY 2016.
    - FY 2017 immigrant count increases by 10 or more from the average of FY 2015 and FY 2016 immigrant count, the LEA receives an immigrant allocation.

# Title VI, Part B – Rural and Low-Income School Program

- ▣ LEA must meet both eligibility criteria to be eligible for Title VI, Part B funds.
- ▣ Eligibility Criteria
  - Poverty (Percentages provided by USDE)
  - Rural (Determined by USDE)
- ▣ Allocation is calculated on the Average Daily Attendance (ADA) of the eligible LEA's.

# Title VI, Part B Eligibility

- ▣ Poverty (Percentages provided by USDE)
  - 20% or more of the children ages 5 to 17 served by the LEA are from families with incomes below the poverty line.
  
- ▣ Rural (Determined by USDE)
  - LEA's are assigned a locale code 1 through 8.
  - Locale codes 6, 7, or 8 meet the rural criteria portion of eligibility.

# Title VI, Part B Locale Codes

## ▣ Locale Codes

- 1 = Large City: A principal city of a Metropolitan Core Based Statistical Area (CBSA), with the city having a population greater than or equal to 250,000.
- 2 = Mid-size City: A principal city of a Metropolitan CBSA, with the city having a population less than 250,000.
- 3 = Urban Fringe of a Large City: Any incorporated place, Census designated place, or non-place territory within a Metropolitan CBSA of a Large City and defined as urban by the Census Bureau.



# Title VI, Part B Locale Codes

## ▣ Locale Codes (cont'd)

- 4 = Urban Fringe of a Mid-size City: Any incorporated place, Census designated place, or non-place territory within a Metropolitan CBSA of a Mid-size City and defined as urban by the Census Bureau.
- 5 = Large Town: An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.
- 6 = Small Town: An incorporated place or Census designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.



# Title VI, Part B Locale Codes

## ▣ Locale Codes (cont'd)

- 7 = Rural, outside Core Based Statistical Area (CBSA): Any incorporated place, Census designated place, or non-place territory not within a Metropolitan CBSA or within a Micropolitan CBSA and defined as rural by the Census Bureau.
- 8 = Rural, inside CBSA: Any incorporated place, Census designated place, or non-place territory within a Metropolitan CBSA and defined as rural by the Census Bureau.

# Questions

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# Federal Report Card

**Edmund Moore  
And  
Julie Turner**





**UNDER CONSTRUCTION**  
**CONTENT WILL BE AVAILABLE SOON**



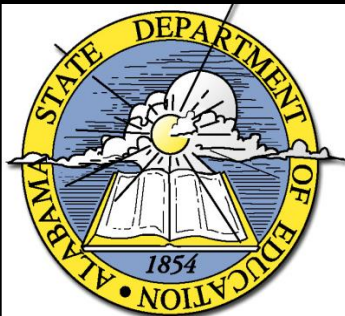
# **CSPR and Portals**

**Sherlisa Barnes  
And  
Charles Sullivan**

**Alabama Ascending**

**Dr. Tony Thacker**





# ALABAMA ASCENDING

2018 2019 2020 2021 2022 2023 2024 2025 2026 2027 2028 2029 2030

**A Strategic Plan for Fulfilling the Promise of  
Public Education in Alabama**



**Everything changes and nothing stands still.**

**~ Heraclitus, circa 500 B.C.**



# **A New Vision For Alabama Education**

**In the knowledge-based economy of the future, a dynamic, healthy and prosperous Alabama will increasingly rely on the education of its population. The first step to realizing that vision is a high-performing system of public schools that challenges all children with world-class expectations for understanding English and its rich literature, mathematics, history and the requirements of a democracy, the sciences and the arts.**

**Such a system demands educators with a deep understanding of the subject being taught, a personal allegiance to continuous self-improvement and a commitment to helping all children find their success in school, careers and their lives thereafter.**

**It is through promoting and supporting such a vision for each child's education that Alabama can create a system of public education that is equitable, accountable, and just.**

*Adopted by the Alabama State Board of Education*

# What Population Trends Tell Us

**The public school population in Alabama is shrinking**

- The kindergarten class of 2017 is 4.9% smaller than was the kindergarten class of this year's high school graduates.
- USED estimates a 2.1% decline in total K-12 population by 2025. This contrasts with a 9% increase in population in the South.

**Diversity in our classes will continue to increase**

- The Hispanic population of 2017 kindergarten class is 231% larger than was the Hispanic population of the 2005 kindergarten class.
- The U.S. Department of Commerce expects the Hispanic population in Alabama to double once again by 2025.

# What Job Market Forecasts Tell Us

The job market is changing as well

- Experts Project the Nation Will Need More than One Million New Nurses by 2022 (BLS).

In many areas outside of health services the outlook is not positive

- *“People are already being displaced by robots and computers in many areas. As more innovations become mainstream, a million or more Alabama citizens could lose their jobs.”*

Futureproof Bama founder and technological futurist, Taylor Phillips.

## **Alabama Education Must Anticipate Future Challenges for Current Students**

***We need an educational system now that excels at producing people to do the things that computers can't do: figure out what problem to tackle next, work as part of a team to solve it, and have compassion for others and the ability to coordinate, motivate, persuade, and negotiate.***

***"Those Jobs Are Gone", Steve Kolowich,  
Chronicle of Higher Education, 4-30-2017***

## **Planning for the life of a child**

- **It begins with kindergarten in the fall of 2017.**
- **The evolution of the system will follow these students as they progress through elementary to middle school and high school.**
- **The process will continue to improve and require more demonstrated knowledge while providing greater flexibility to school leaders.**

## **The Goals For This Plan That Will Make Such an Education System Possible**

- **A Prepared Graduate**
- **Multiple Pathways to Higher Education and Careers**
- **Superior Educator Preparation**
- **Continuous Improvement of World-Class Educators**
- **Equitable and Accountable Systems**
- **Healthy and Safe Schools**
- **Engaged Families and Communities**

## **A Prepared Graduate**

- **Students will be challenged by world-class standards in all subjects.**
- **Students will demonstrate comprehension of knowledge and skills.**
  - Near term - one CCR indicator.
  - Later years - one college ready indicator and one career ready indicator.
- **Students will be engaged in their learning.**

## **Pathways to Higher Education and Careers**

- **Expand opportunities for rigorous Career and Technical Education Programs.**
- **Ensure that students are truly college-ready.**
- **Encourage flexible pathways to an affordable education.**



# Superior Educator Preparation

**Ensure that graduates of Alabama's educator preparation programs are well prepared to provide rigorous, high-quality instruction to students at all levels.**

- **Increase the focus on high-quality, practice-based preparation grounded in student learning.**
- **Change focus to *outcomes* rather than inputs**
  - implement performance-based assessments for teacher and principal candidates.
  - deepen partnerships to improve all pre-service and first-year induction programs.

# Why the Focus on Teacher Content?

Passing Scores on Praxis		
	Math	MS English
Alabama	145	146
Arkansas	160	160
Kentucky	160	160
Louisiana	160	160
Mississippi	160	160
North Carolina	160	160
South Carolina	160	160
Tennessee	160	160

## The Performance is Not Great In Any Discipline

	AL Cut Score	Test takers	Passing	Multistate score	Passing
ES Math	143	2097	73%	157	49%
MS Math	148	74	61%	165	34%
HS Math	145	444	28%	160	9%
ES Reading	154	2245	61%	157	54%
MS ELA	146	17	76%	164	35%
ELA	147	254	93%	167	66%
ES Science	144	2013	68%	159	38%
MS Science	151	45	24%	150	24%
General Science	147	222	46%	152	36%

ES = Elementary School; MS = Middle School; HS = High School

# There is Work to be Done in All Institutions

## Math - Secondary

	% passing with AL cutscore	% pass at multi- state score			% passing with AL cutscore	% pass at multi- state score
Alabama A&M	<b>9.52</b>	<b>0.00</b>		UAB	<b>40.91</b>	<b>9.09</b>
Alabama State University	<b>4.00</b>	<b>4.00</b>		UAH	<b>42.86</b>	<b>28.57</b>
Athens State University	<b>25.64</b>	<b>5.13</b>		University of Alabama	<b>76.19</b>	<b>57.14</b>
Auburn University	<b>29.03</b>	<b>12.90</b>		University of Mobile	<b>6.67</b>	<b>0.00</b>
Faulkner	<b>28.57</b>	<b>0.00</b>		University of Montevallo	<b>16.67</b>	<b>5.56</b>
Jacksonville	<b>21.74</b>	<b>8.70</b>		UNA	<b>43.48</b>	<b>8.70</b>
Miles	<b>0.00</b>	<b>0.00</b>		USA	<b>35.71</b>	<b>14.29</b>
Oakwood	<b>0.00</b>	<b>0.00</b>		UWA	<b>16.00</b>	<b>4.00</b>
Troy State	<b>29.17</b>	<b>2.78</b>				

# Continuous Improvement for World-Class Educators

**Develop a system for relevant and engaging professional learning for teachers and administrators**

- Verify that **60%** of individual teacher professional development is devoted to augmenting personal content knowledge.
- Systematically review for offerings to determine high-quality and effective professional development providers.
- Create a micro-credentialing system around content knowledge.

## **Supporting an Accountable System**

- **Equity in funding**
- **Equity in academic support**
- **Equity in staffing**
- **Develop and support aligned and effective assessments**

# **Healthy and Safe Schools**

**Ensure all students have access to a healthy and safe learning environment that effectively reduces barriers to learning.**

- **Develop and support school leaders who work with others to create a rich academic program where every student can achieve success.**
- **Provide an integrated set of strategies and services to promote the physical, emotion, social and education development of students.**
- **Encourage student involvement in mentoring partnerships, clubs, groups, athletics and other extra-curricular activities.**

## **Engaged Families and Communities**

**Families and communities and schools will collectively promote a school climate that is safe, supportive and respectful and connects students to broader learning opportunities.**

- **Encourage local **partnerships** with education minded businesses and community groups.**
- **Recruit, train and involve family and community members as **volunteers** to enrich school health and safety programs.**





# Questions

# Reconfiguring/Opening Schools

**Ethan Taylor**



# Assessment Scan-Tron

## Judy Pugh



# Questions and Answers Edmund Moore And SDE Staff



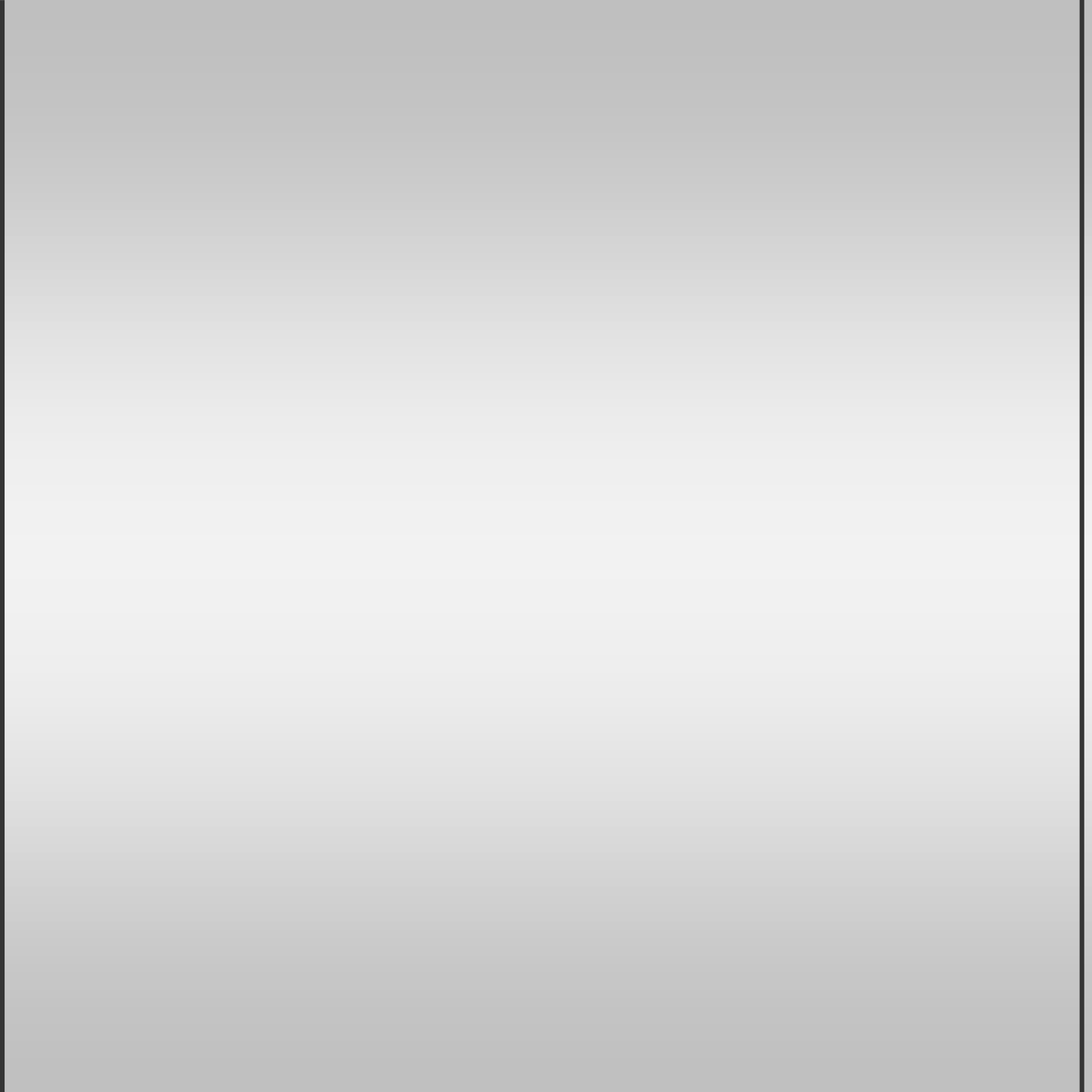
# MARTIN LUTHER KING ELEMENTARY SCHOOL

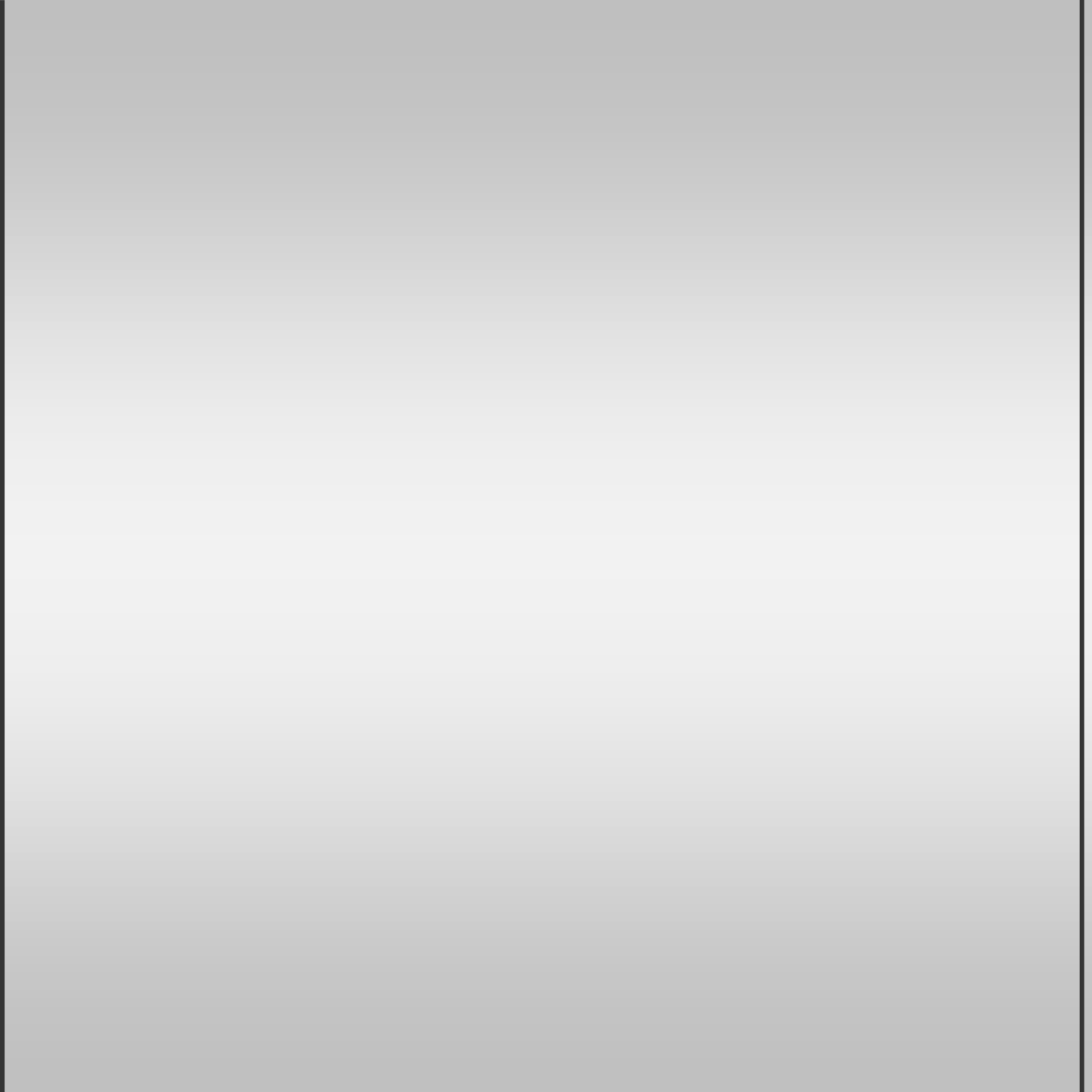
Thank you for the opportunity to participate and for the exposure of our MLK students. The included pictures are of the students that participated in the artwork being presented.

CLASS/GRADE-LEVEL	TEACHER(S)
2 <sup>nd</sup> Grade	Mrs. Toni Briggs
5 <sup>th</sup> Grade	Ms. Valencia Sellers

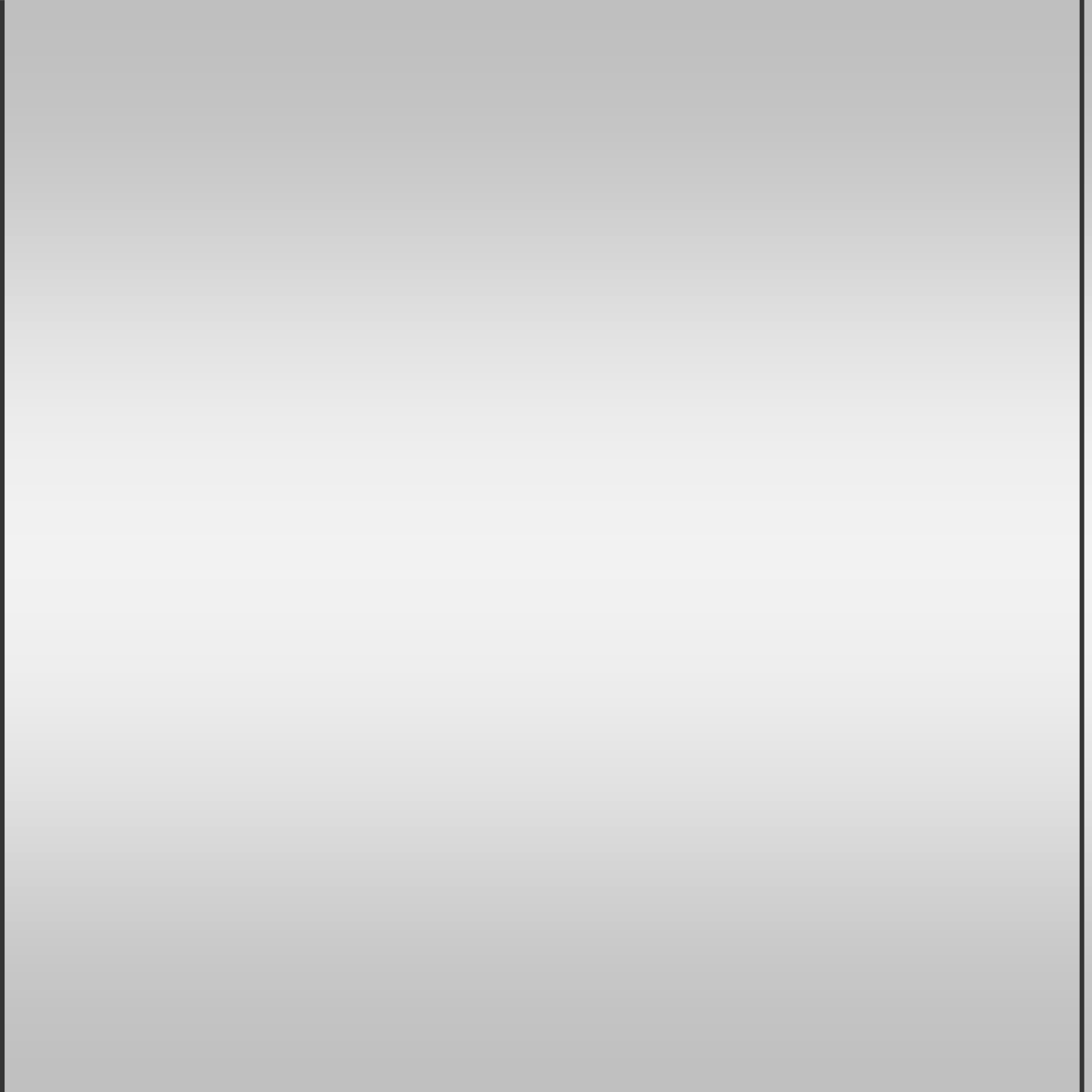












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